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ABSTRACT

There is some disagreement among educators and theoreticians concerning the definition of bilingual education. The Department of Education of the State of New Mexico has set forth two plans designed to establish a clear position for any local school district in the matter of bilingual education. The first model, full acculturation, represents a transitional program which uses the child's language and culture as "conceptual bridges" for an all-English curriculum. This plan is not used to maintain and expand the home language or culture of the non-Anglo American community. The second model, language and cultural maintenance, has as its purpose the maintenance and further development of the non-English language and culture of the students. It offers a richer education for the English-speaking student, as well. The importance of community involvement is emphasized no matter which bilingual model is chosen. This report includes suggestions for curriculum components and four time and content models. (CFM)

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BILINGUAL EDUCATION MODELS

1--Acculturation Model
2--Language and Culture Maintenance Model

Educators and theoreticians in bilingual education do not agree on all aspects of the definitions of bilingual education. The main disagreements are:

1. The use of the child's vernacular versus a standardized version of the mother tongue of the child in the teaching process.
2. The amount of daily time devoted to the use of the non-English language as a medium of instruction.
3. The qualification of teachers to implement programs.
4. The type of materials to be used in the program.
5. The basic purposes of bilingual education.
6. The extent of program vertically and the content after grade 3.

In order to establish a clear position for any local school district in the matter of bilingual education, two plans designed to answer the questions posed and the disagreements listed are presented.

The first plan is designed to prevent educational retardation and is for children who have limited English language competence. A program for these children will be formulated after determining the English language needs as well as the conceptual development of the children. For both purposes, the following diagnostic procedures are necessary:

1. Administration of English language proficiency tests on an individual basis. For this purpose, at least two tests* are recommended: the Michigan Oral Language Production Test and the Southwestern Cooperative Educational Laboratory Oral Language Program Tests.

*In order to differentiate between verbal and non-verbal intelligence, the Leiter Test is recommended along with a standard intelligence test which involves verbal performance. The Bilingual Syntax Measures, Harcourt, Brace and Jovanovich, is also recommended for oral language production.

These instruments will give the teachers results which can be used to implement an English language acquisition program designed to give the children the basic language power to begin the acquisition of concepts through English.

2. Administration of a test in the vernacular of the child to determine his language power in that vernacular. There are few acceptable tests of this nature (the El Paso Public Schools Oral Language Dominance Measure), but a native bilingual teacher who understands and speaks the local vernacular can construct a test on the basis of what a five or six year old is expected to know, (entry skills) conceptually speaking, so he can proceed to cope with what will be taught to him. If the child uses a "grafted" language, that is, a composite of English-Spanish or a localized dialect, the teacher should make an analysis of this and use that type of language to test the concepts so that the child can be properly diagnosed.

3. Administration of a non-verbal production test of mental maturity such as the Leiter Test or the De Avila Piagetian Concepts Test. The test selected should be administered by a bilingual, bicultural teacher whom the child will identify as belonging to his cultural and linguistic background. Any directions and verbal or non-verbal relationships to be established with the child prior to administering the test should be directly related to the child's language and general background so that optimum readings of his mental maturity and capacity can be obtained. Any test selected for non-verbal mental maturity or ability should be culturally relevant to the child

Acculturation Model

After careful examination of the results of these tests, a bilingual instructional program should be planned for the children tested. Since the objective of this plan is to meet the needs of children for conceptual development and to use his vernacular as a medium for full integration into a complete English language curriculum, the program uses the language and the culture of the child as "conceptual bridges" for an all-English curriculum.

Materials and methods for the conceptual bridge plan are those readily available to the teacher by whichever curriculum the local school wishes to administer. An important exception is the implementation of an English as a Second Language program designed to expedite the

acquisition of the English language so the child can eventually function in a complete English language curriculum. It is important to note that this plan is a full acculturation plan where the language and the culture of the child are used for means other than to maintain and expand the home language or the culture of the non-Anglo American community.

The conceptual bridge plan is designed only for those children who cannot function in an all-English environment. Non-English language teaching does not exist.

The length of time required for a full transition into the all-English curriculum varies, but a minimum of three years is considered acceptable. It is understood that some children may need less or more time. Specific provisions for a gradual increase towards an all-English program must be made. The following formula could be used.

Kindergarten - 50% vernacular--50% English. This component is used for the teaching of concepts, affective development, and to begin the process of adaptation for the child to his new environment. The 50% all-English component is dedicated to a well prescribed English as a second language program using a progressive approach of listening, understanding, and speaking.

First Grade - For children with a full kindergarten year as delineated above, 25% English as a Second Language program, 25% vernacular for basic concepts (math, science, etc.), and 50% English Language Arts. The latter well correlated with the ESL program.

Second Grade - 25% vernacular English for basic concepts, 75% English content and Language Arts with possibly 10% for an ESL oriented component to correct basic language patterns both in sounds and grammatical structures.

Third Grade - Everything taught in English. An ESL orientation remains to further set standard English speech patterns and basic English language skills of reading and writing.

It must be realized that the plan described above excludes the monolingual speaker of English, whether he be a minority group member or Anglo-American. This plan is popular with those who see bilingual education as

a tool for solving the educational difficulties of minority children in terms of a monolingual, monocultural end product.

It should be pointed out, however, that this plan tends to deny the realities of the world which the child will experience outside the academic environment, as well as place strictures on his ability to learn within the school. In short, this plan defeats the entire concept of cultural pluralism which both the students and the communities need. In any case, the local district should be guided by the needs assessment conducted to meet the needs of the community.

The evolution of bilingual education during recent years points to goals much different than those of remediation and acculturation to an all-English language and culture curriculum. Minority groups, especially those who have extensive written historical-cultural heritages, are demonstrating a desire to have their languages and cultures become on-going components of the total curriculum, not only in grades one through twelve in the public schools, but also in the universities. Bilingualism and biculturalism are considered as positive identity factors to be cultivated not only for positive self-concept and values, but also as marks of a broader education with concommitant wider societal perspectives. The trend in federally funded programs for bilingual curriculum models, materials development, and teacher training are definitely oriented in this manner. For that reason, all federal projects are funded on a long-range basis. It is expected that with sufficient bilingual instruction, the children participating, will show evidence of a very positive ethnic and cultural self-identity, equal functionality in English as well as the non-English mother tongue, cultural pluralism with no negative attitudes to any culture, and achievement levels in the content areas commensurate with the intellectual endowment of each stu-

dent. As one observes children who have been in bilingual programs for an extended period of time, these expectations seem to be confirmed not only for minority group children, but for all children as well.

Language and Culture Maintenance Model

On the basis of public attitudes toward bilingual education and the realization by educators that a bilingual-bicultural curriculum can become a reality, especially in a state like New Mexico in which the Spanish-surnamed public school population exceeds 40 percent and there is a large Native American population, a plan for a bilingual-bicultural curriculum is presented here. This plan includes most of the aspects of the full acculturation plan except that it should be offered to all children, not only the bilingual child. Its purpose is to maintain and further develop the non-English language and culture of the students and provide a richer education for the English-speaking student.

Suggested Curriculum Components

The following time components are suggested only to help administrators and teachers visualize the program.

Grades 1-3 - Time Allotment - Minutes Weekly

Subject Areas	English	Non English	Total
Language Arts	275	225	500
Mathematics	150		150
Science	80		80
Social Studies	50	50	100
Fine Arts	60	60	120
Physical Education	125		125
Health Education	25		25
Enrichment - To be divided as follows:			
ESL	125		125
ESL	___	125	125
Totals	890	460	1,350

Grades 4-6 - Time Allotments - Minutes Weekly

(Minimum Time allotments)

Subject Areas	English	Non English	Total
Language Arts	400	200	600
Mathematics	200		200
Science	175		175
Social Studies	100	75	175
Fine Arts	75	75	150
Physical Education	150		150
Health Education	60		60
Totals	1,160	350	1,510

Grades 7-8

1. Offer a non-English Language Arts period of 45 minutes daily for all students who have developed the basic skills in this area in grades 1-6. Content and skills to emphasize composition, language analysis and literature. No foreign language has to be offered the bilingual student since he is functioning in two languages. This does not preclude the teaching of literature, language analysis or other course work in the non-English language.

2. Offer an integrated English non-English fine arts period in which emphasis on both cultures is placed. This can be an alternating type course. Students can study art, music or related activities through English three days a week (Anglo-American content), and through the non-English language for two days a week.

Grades 9-12

Offer open electives in Hispanic art, literature, world history, comparative literature, world literature, language and composition, speech, career education or any appropriate course which would maintain and expand the concept of bilingualism and biculturalism for all those wishing to remain in the bilingual curriculum. These courses to be taught through the non-English language medium. For the other non-English languages of New Mexico, local districts can design similar programs according to the wishes of the community.

This plan is designed to give the non-English cultural group a minimum of one hour daily instruction in the basic areas of Language Arts, Social Studies, and Fine Arts in grades 7-8. These instructional components through a language other than English will give the students basic literacy skills (transferrable to English), cultural heritage values, and appreciation of the non-English fine arts.

It should be noted that for those children who have poor language dominance in either or both languages, second language teaching techniques should be used. The areas of Language Arts, Social Studies and English as a Second Language can be combined into a specific block in English. Using second language acquisition methodology and materials an integrated approach can yield maximum language, concepts, and skills development. There are excellent materials available in the State Free Textbook List to meet these needs.

In the non-English Language Arts, Social Studies and Fine Arts, excellent materials are available for all grades.

For the non-Spanish speaker, a total of 460 minutes weekly in Spanish as a Second Language, Spanish Language Arts and Spanish Fine Arts, using an emphasis of second language acquisition should be implemented. For those schools with programs in languages other than English, the Bilingual Teacher Training Unit can provide assistance for formulating a program.

The acceptance of this model is especially important and feasible with the present trend towards open-concept education which uses multiple learning activities, self-orientation and small group or individualized instruction.

Whereas in the full acculturation model the vernacular of the child is used for the development of concepts exclusively, in the language and culture maintenance model the vernacular is accepted as a mode of personal expression for the child, but the teacher and the materials offer the learner mainly standard language models, thus the child will eventually acquire facility with standard language--a facility which will enable him to expand his control of the mother tongue and also to study the history and the various aspects of the culture of his predecessors as he moves through the various stages of learning. The vernacular is thus respected and used as a point of departure for continuous expansion both linguistically and culturally speaking.

The four to six grade curriculum maintains a narrower stream of Hispanic or non-English language studies which will continue to maintain and expand skills of language usage, reading, and writing with the content specially selected to give the learner insights into his culture.

Due to the nature of the secondary curriculum and the personal decisions to be made by the learner, the 7-12 curriculum in a non-English mother tongue should be elective in nature. However, children who are bilingual and bicultural should not be put in classes in which their mother tongue is taught as a foreign language. Instruction for them should parallel the English language offerings for native speakers of this language.

Community Involvement

It is the responsibility of educators in local schools to serve the educational needs of the community and to keep the parents of students informed about the type of curriculum offered. It is also the duty of the administrators to seek the approval of innovative programs,

such as bilingual instruction, from the local school board. A well-informed community will support bilingual education. If an acculturation bilingual model is to be adopted, the community's wishes should be taken into consideration and involved in the planning of it. If a language and culture maintenance and expansion model is to be adopted, consultation with the community is also imperative, especially in view of the needs assessment requirements of the State Board of Education. The program organization and its goals should be explained thoroughly at open meetings. No program should be implemented without planning for long-range goals with clearly stated objectives for each grade level.

It must be pointed out that in order to meet the educational needs of minority groups, fully qualified and competent professional personnel should be employed. Stop-gap methods such as the employment of bilingual aides to assist English language speaking monolingual teachers "to get the point across" to children in an unacceptable professional practice. Well-trained bilingual associate teachers can, however, be invaluable in implementing acculturation bilingual programs.

Addendum

Time and Content Models
Minimum Content Inclusion

M O D E L I

Bilingual Education class of 25 students - bilingual teacher spends one hour in classroom.

Times - 30 minutes daily - non-English language
30 minutes daily - special English
Rest of the day - program taught through English

2 teachers in the classroom
1 regular teacher - T-1
1 bilingual teacher - T-2

Class broken down into two groups: G-1 12 students
G-2 13 students

Mondays, Wednesdays and Fridays	Instruction Time
1. Large group work - T-2, G-2 - Non-English Language Arts	30 minutes
Individual/small group work - T-1, G-2 - ESL or special help	30 minutes
2. Large group work - T-2, G-2 - Non-English Language Arts	30 minutes
Individual/small group work - T-1, G-1 - ESL or special help	30 minutes

Tuesdays and Thursdays	
1. Individual/small group work - T-2, G-1 Non-English Language Arts or Concept Development	30 minutes
Individual/small group work - T-1, G-2 - ESL or special help	30 minutes
2. Individual/small group work - T-2, G-2 Non-English Language Arts or Concept Development	30 minutes
Individual/small group work - T-1, G-1 - ESL or special help	30 minutes

Addendum

Time and Content Models
Minimum Content Inclusion

M O D E L II

Bilingual education class of 25 students - bilingual teacher spends 90 minutes in classroom.

Times - 25 minutes daily - Non-English Language Arts
20 minutes daily - Independent work (Non-English Language Arts)
25 minutes daily - Special English or ESL
20 minutes daily - Social Studies - Non-English

2 teachers in the classroom
1 regular teacher - T-1
1 bilingual teacher - T-2

Class broken down into 2 groups: G-1 12 students
G-2 13 students

Daily Times	Instruction Time
T-2 - Large group instruction - Non-English Language Arts, G-2	25 minutes
T-1 - Special English or ESL instruction, G-1	25 minutes
T-2 - Large group instruction - Non-English Language Arts, G-1	25 minutes
T-1 - Special English or ESL instruction, G-2	25 minutes
T-2 - Large group instruction, Social Studies in Non-English Language, G-2	20 minutes
T-2 - Large group instruction, Social Studies in Non-English Language	20 minutes
T-1 - Receives groups after Social Studies for regular instruction	

Addendum

Time and Content Models
Minimum Content Inclusion

M O D E L III

Bilingual education class of 25 students - bilingual teacher spends 140 minutes in the classroom.

Times - 30 minutes Non-English Language Arts
20 minutes Social Studies
30 minutes ESL
20 minutes Fine Arts, Non-English
20 minutes Independent Activities (through Non-English)
20 minutes Independent Work Non-English Language Arts

2 teachers in the classroom
1 regular teacher - T-1
1 bilingual teacher - T-2

Class broken down into 2 groups: G-1 12 students
G-2 13 students

Daily Times	Instruction Time
T-2 - Large group instruction - Non-English Language Arts, G-1	30 minutes
T-1 Large group instruction - Special English or ESL, G-2	30 minutes
T-2 - Large group instruction - Fine Arts (Non-English), G-2	20 minutes
T-1 - Monitor independent work - Non-English Language Arts, G-1	20 minutes
T-2 - Large group instruction - Social Studies (Non-English), G-1	20 minutes
T-1 - Monitor independent work - Fine Arts or do Special English Work, G-2	20 minutes
T-1 - Large group instruction - Special English or ESL, G-1	30 minutes
T-2 - Large group instruction - Non-English Language Arts, G-2	30 minutes
T-1 - Monitor independent work - Non-English Language Arts, G-2	20 minutes
T-2 - Large group instruction - Fine Arts (Non-English), G-1	20 minutes
T-1 - Regular classroom work or Monitor Fine Arts, G-1	20 minutes
T-2 - Large group instruction - Social Studies (Non-English), G-2	20 minutes

Addendum

Time and Content Models
Minimum Content Inclusion

M O D E L IV

Self-contained classroom- bilingual teacher with teacher aide in bilingual education.

This type of classroom is the most economical provided the teacher is well trained and has a bilingual aide and the necessary materials. The daily times for instruction through a non-English language are as follows:

Language Arts	45
Social Studies	20
Fine Arts	20

These are minimum components for a language and culture maintenance model. For a concepts development model, see the concept paper, "Bilingual Education for New Mexico Schools."